

Explore the ANA History Project Online Education Resource

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Master of Arts

- *Art Education, Museum Specialization*
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Agenda

- Overview of the Online Education Resource
- Navigating and using the Online Education Resource
- Hands-on Activities
- Wrap-up and Questions



Overview

- **GOAL:** Develop an online education resource that can be used in tandem with *The Eastern Shawnee Tribe of Oklahoma: Resilience Through Adversity* academic volume and Eastern Shawnee digital collection to ensure this content is accessible to tribal citizens, educators, and community members.



Overview

- Resource is organized around four themes to assist with content navigation.
- Each theme contains
 - relevant chapters and chapter overviews
 - selected primary sources
 - activities



Themes

- **Theme #1: *Telling Your Story*** – focuses on how oral history has and continues to play a key role in preserving the Eastern Shawnee historical narrative and keeping cultural traditions alive.
- **Theme #2: *Movement*** – focuses on the physical movement of the Eastern Shawnee people. Topics of discussion include removal and land allotment.
- **Theme #3: *Leadership*** – focuses on leadership within the Eastern Shawnee tribe by exploring the history of tribal leaders, government structure, and relationship with other tribal nations and the United States.
- **Theme #4: *Identity*** – focuses on how the Eastern Shawnee cultural identity has endured and changed as a result of external and internal forces.



Website

- <http://educatorsguide.estoo-nsn.gov/>



Navigation

Resilience through Adversity

A Companion Guide for Educators and Researchers

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The Eastern Shawnee Tribe of Oklahoma is losing its historical knowledge, which has led to a loss of cultural identity among the tribal community.

Shawnee people survived the worst ravages of settler colonialism. Many tribal members do not know that their ancestors came from Ohio, and that they migrated every 25 years, every



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Home

The Eastern Shawnee Tribe of Oklahoma is losing its historical knowledge, which has led to a loss of cultural identity among the tribal community.

Shawnee people survived the worst ravages of settler colonialism. Many tribal members do not know that their ancestors came from Ohio, and that they migrated every 25 years, every generation, from roughly 1630 to 1832. Two hundred years of constant movement ended with the Eastern Shawnees were forcibly removed to Oklahoma. The Shawnee people withstood virgin-soil epidemics, slavery, and land loss – and yet the Eastern Shawnee tribe remains.

This loss of history is something the Eastern Shawnee share with other American Indian tribes, and the primary issue is that a shortage of historical documents makes it difficult to share that rich and vibrant knowledge. However, the pieces of this history are not forever lost. Those stories of resilience, resistance, and survival remain archived in various places across the United States. This project was created to recover written sources, language recordings, oral histories, and other sources relating to the Shawnee and make those materials available in a digital collection, addressing a request by tribal citizens to develop activities and opportunities that re-establish native culture and arts.

In addition to the digital collection, the book “The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity” was created to share the work and insight of American Indian historians and begin to bridge this crucial gap in history. This website is a companion to the book. It serves as a guide for educators and researchers to use the book along four key themes – Telling Your Story, Movement, Leadership, and Identity – and includes an overview of chapters pertaining to each theme, as well as primary sources and educational activities.



Chapter Overviews

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Telling Your Story – Overview

“Telling Your Story” discusses how oral history has played a role in preserving the Eastern Shawnee historical narrative and keeping cultural traditions alive.

Chapter 9: Shawnee Resilience: Eastern Shawnees and the Boarding School Experience – Robin Dushane, Eastern Shawnee Tribe Cultural Preservation Department, Tribal Historic Preservation Officer

In this chapter, Robin Dushane (wife of Lawrence Dushane, great-great grandson of Keenefease Jackson) eloquently and poignantly discusses Shawnee resilience in the face of the horrible boarding school experiences that many/most tribal children had to contend with throughout the late 19th/early 20th century. She traces the history of these institutions beginning in 1817 with a school established by Chief Louis Rogers in the region known as the highlands of Missouri. Interviews and first-hand accounts are sprinkled throughout the chapter providing insight into the lives of the Eastern Shawnee who attended these boarding schools. Her self-articulated hope is to provide “historical context for discussions that families will have concerning their relatives that attended Mission/Boarding Schools and how their experiences affected families and the Eastern Shawnee Tribe, as a whole.”

Chapter 10: ‘As I Remember’: An Oklahoma Memoir – Elsie May (Sis) Captain Hoevet, Introduced and transcribed by Chief Glenna Wallace

Introduced and transcribed by Chief Glenna Wallace, this chapter is a narrative memoir told by Elsie May (Sis) Captain Hoevet. As Chief Glenn tells us in her introduction, Sis was one of the first to leave Oklahoma and make Oregon her home. Her monograph entitled ‘As I Remember’ was provided by her sons Frank (Bo) and Doug for posterity and was written by Sis later in her life. In this, Sis recounts her childhood which by today’s standards was very difficult. However, as she herself states, “Life is not a bed of roses, it’s a book of experiences; and if you really weigh them against each other, the good seems to overbalance the bad.” Her first memories



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Telling Your Story – Sources

The following primary sources are a selection of images from the project.



Children in Wyandotte School Bus



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Telling Your Story – Activities

The following activities have been developed for educators to use in both formal and informal education settings and provide a way to engage with the history of the Eastern Shawnee.

Activity 1.1 – Your History: Conducting Your Own Oral History Interview

Summary: After exploring the oral histories presented in *A Search for Eastern Shawnee History*, students will learn to conduct their own oral histories to learn about the people, places, and events specific to their own family or community. Students will develop their own interview questions, conduct interviews with family and friends, and share what they've learned with one another. Students will additionally consider and a story from their own life they feel is important to add to the historical record to provide a more complete understanding of contemporary Eastern Shawnee history.

Essential Questions:

- How can oral histories help us to understand the past and preserve our cultural heritage?
- How can oral histories help us to learn about ourselves?

Activity Materials:

- [Lesson Plan \(PDF\)](#)
- [Interview Worksheet \(PDF\)](#)
- [Share Your Story Worksheet \(PDF\)](#)

Activity 1.2 – Telling Stories through Objects and Images

Summary: In this activity, students will learn how objects and images can be used to help us learn about the people, places, and events of both the past and present. Students will make observations of both objects and images and work to unravel the stories behind these items. Through this process, students will begin to understand why the collection and preservation of



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Activities



Activity	Theme 1 Activity 1
Lesson Name	Your History: Conducting Your Own Oral History Interview
Summary	After exploring the oral histories presented in <i>A Search for Eastern Shawnee History</i> , students will learn to conduct their own oral histories to learn about the people, places, and events specific to their own family or community. Students will develop their own interview questions, conduct interviews with family and friends, and share what they've learned with one another. Students will additionally consider and a story from their own life they feel is important to add to the historical record to provide a more complete understanding of contemporary Eastern Shawnee history.
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Understand that oral histories are a means of recording history. • Understand that oral histories help us learn about specific people, places, or events in the past through a human lens. • Understand how oral histories are conducted and what an interview is. • Learn about their own family/community heritage by conducting an interview. • Understand that all of us have important stories to share.
Essential Questions	<ul style="list-style-type: none"> • How can oral histories help us to understand the past and preserve our cultural heritage? • How can oral histories help us to learn about ourselves?
Materials	<ul style="list-style-type: none"> • <i>A Search for Eastern Shawnee History</i> book • Interview Worksheet • Sharing Your Story Worksheet • Pens or Pencils • Recording device (if available)

Created with funds provided by
 Administration for Native Americans



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Project Resources

"The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity" Book – Coming Soon!

[Eastern Shawnee Tribe of Oklahoma Digital Collection](#) – A digital collection of images and documents to aid in historical and genealogical research. This digital library will expand to include additional material as we recover more materials through research trips at various archives and depositories and make them available for your own research.



Resources



**Eastern Shawnee Tribe
of Oklahoma**
Digital Collection

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Eastern Shawnee Tribe of Oklahoma Digital Collection



**Eastern Shawnee Tribe
of Oklahoma**
Digital Collection

About this collection

The Eastern Shawnee Tribe of Oklahoma is proud to partner with Ohio History Connection to present a digital library of its past and cultural heritage. Funding for this searchable database is made possible by the Administration for Native Americans.

The Eastern Shawnee Tribe of Oklahoma is compiling a digital collection of images and documents to aid in historical and genealogical research. Our digital library will expand to include additional material as we recover more materials through research trips at various archives and depositories. Archives are continuously being updated and new collections added. Please check back often as we add to this digital collection.

Images and documents were obtained, with permission, from the following: Center for Archival Collections, Bowling Green University; Clark County Historical Society in Springfield, OH; Dobson Museum in Miami, OK; Grove Public Library in Grove, OK; Logan County Historical Society in Bellefontaine, OH; Miami Public Library in Miami, OK; National Archives and Records Administration in Washington, D.C. and Ft. Worth, TX; Oklahoma Historical Society in Oklahoma City, OK; Shawnee Prairie Preserve in Greenville, Ohio; Talbot Library & Museum in Colcord, OK; The D'Arcy McNickle Center for American Indian and Indigenous Studies, Newberry Library in Chicago, IL; Vinita Public Library in Vinita, OK; and the Western History Collection, Oklahoma University Library in Norman, OK.

About the Eastern Shawnee Tribe of Oklahoma

The Eastern Shawnee Tribe of Oklahoma is one of three (3) federally-recognized Shawnee tribes: the Eastern Shawnee on the Oklahoma-Missouri border near Wyandotte, OK; the Absentee Shawnee near Shawnee, OK; and the Shawnee Tribe in Miami, OK. These three tribes were recognized as autonomous nations during the Indian removal era. Prior to

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[nd Foreman Collection Vol 53 p.173](#)



[nd - Visit to Mrs. William Johnson](#)



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Contributors

The Eastern Shawnee Tribe of Oklahoma and the Ohio History Connection would like to acknowledge the contributors who made this project possible.

BENJAMIN BARNES is the Second Chief of the Shawnee Tribe, one of the three federally recognized tribes of Shawnee. He has collaborated with historians, archaeologists, and universities to create networks of collaboration so that Shawnee citizen-scholars are afforded future opportunities to re-contextualize the historical record and tell their own stories. He was the first recipient of Indiana University's "Institute for Advanced Study Summer Research



This project is made possible by

 Administration for Native Americans



Questions?

